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ABSTRACT

This book contains supplementary material for a British self-study course in management designed as an introduction to the course for the Certificate in Management Studies. The materials in this book are learning activities referenced to various topics in the course materials. The nine activities include a case study of a production supervision problem and various activities related to it, such as making an organizational chart, looking for problem-solving methods, analyzing a job description, and so forth. Answers for six of the activities are presented in the appendixes, while the other three activities could be discussed in tutoring sessions. (KC)

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# HOW DO I MANAGE?

## AN INTRODUCTION TO MANAGEMENT

SUPPLEMENTARY MATERIAL

AND WORKBOOK

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# ACTIVITY A

## ACTIVITY A

Read through the case study 'The New Job' on pages 3 to 5

1. In the space below list the characters who work at Airpress Ltd.
2. Tick the names of any who are responsible for the work of others.
3. Underline the names of any who are managers.

Compare your list with that in Appendix A on page 47

## THE NEW JOB

John Wilson entered the firm of Flowrite Ltd., a small engineering company manufacturing pumps, when he left Kingchester Polytechnic. His course at the Polytechnic had been in the field of general engineering and he had found the studies interesting and motivating.

His initial training at Flowrite was in the design and development departments. He was one of a small team designing pumps for high viscosity fluids operating at low temperature. His day to day work included the design of pump blades and the metallurgical testing of body shells. Others were working on bearings and fluid seals and some were concerned with orifice design and the standardisation of flange fittings.

In his day to day work he had little actual authority, being expected to work closely to the programme of development along pre-determined lines.

Socially he and one friend from work spent time sailing and both were members of various engineering institutions. They regularly attended seminars and conferences organised by professional bodies active in their field.

Flowrite eventually completed their development programme and produced a successful pump. This was at the time of the Alaskan oil discoveries. They tendered for a large order of axial flow pumps and were successful in gaining an order for 5000 units. John Wilson received promotion at the firm to become project engineer associated with this order. He now had a small team of three engineers working closely with the production manager to iron out problems as they arose during manufacture. At this stage he became interested in production and its associated problems. He seemed to get on with the people he worked with and he decided to seek new opportunities in the production management field.

John began to apply for posts as they appeared in the journals and eventually was interviewed for the post of production manager at Airpress Ltd., a large firm in Wetsands, manufacturing air pumps and compressors. This was a highly competitive market and Airpress was one firm in the AIR group of companies. John had no opportunity to meet people at the factory as the interview took place at the head office in London. The managing director chaired the interview panel and whilst he impressed on John the importance of meeting

delivery dates he seemed reticent about the company's progress to date. John obviously satisfied the panel, however, and he was offered the job to start in 6 weeks when the holiday period was over.

John joined the company at the end of August and, after spending a few hours with the Managing Director, was introduced to Bill Staines, his production superintendent, who took him to the Production Manager's Office for a briefing on the staff and the state of the production schedule. He learned that Airflow had 60% of the Home Market and some export contracts. Most customers were large significant outlets for all AIR products.

The management team consisted of:-

i) John Wilson as manager,

ii) Bill Staines - Production Superintendent. A man of about 45 who had been an engineer in the navy before joining Airpress. He had expected to be appointed to the post of manager and made this clear to John from the start.

iii) Jack Smith - Senior Foreman. A bright young graduate and son of the Chairman of the Board of Directors. He believed that his university qualifications would provide the answer to any problem.

iv) Harry Jones - Foreman in the machine shop. Jones is impressed by Jack Smith and his university background, and is obviously influenced by him. He had been with the firm since leaving school and had taken technician courses at the local technical college.

v) Norman Jackson and Sam Teal - young project engineers both promoted from the shop floor and very inexperienced in supervision or management.

During the first few hours in his job John became increasingly aware of what he had taken on. Bill Staines left him in no doubt of his views. He made it clear that he would do his own job but would not "carry" any new manager. If he was not good enough to be appointed he was not going to be expected to do the job in an unpaid capacity. Jack Smith took an early opportunity to make John aware that his University degree was superior to John's own and his manner was very 'remote' when discussing problems with John. The foreman, Henry Jones,

and the two project engineers had grown up together in the firm. They seemed to lack the responsibility and the committal John expected. One worked in the machine shop and the other in assembly.

It was soon clear to John the work was way behind schedule, and yet, although the building was old, there seemed to be sufficient men and machines to keep on target. New methods suggested by John were resisted and he found himself giving orders which should have been given by the foreman or chargehands. On Friday of the first week everything seemed to go wrong. The Managing Director on a routine visit asked to see the planning schedule. He became quite abusive about the production output and implied that this had not been a problem before John arrived.

The next difficulty arose when a complaint came from the largest customer of Airflow. Components produced during that week had been made from inferior materials. John discovered that this had been authorised by Bill Staines and he delivered the appropriate reprimand. Bill became annoyed and in front of others said he would do as he pleased and that material changes were his affair. The two project engineers were obviously amused by this exchange and looked forward to further fun and games in the future.

On the following Monday Jack Smith seized the opportunity to remark that his father was concerned about the production situation and that he also backed Bill Staines views on the material change. Further his father had been responsible for implementing the methods John now proposed to change and John was left in little doubt that his head would be on the block if these new ideas failed.

It was now quite clear that some changes were required, but what should they be? John was delighted later in the week to see from the current programme that his previous production manager from Flowrite would be visiting the local Insititute of Mechanical Engineers meeting on Thursday. He telephoned him immediately and invited him to lunch at the factory before going on to the meeting. This gave him the opportunity to pour out his problems and ask for advice.

## ACTIVITY B

Think of a work situation with which you are familiar. It might be an office, on the shop floor, at a reception desk or in a retail shop but there are many more possible locations.

In the space below make a list of the facts and figures you would wish to have available about the layout of a job of work, if you were set the task of ensuring that its management was at its maximum efficiency.

Compare your answers with the model provided in Appendix B on Page 48

## ACTIVITY C

Using the outline on pages 10 to 16 which follow, undertake a contingency analysis of the case study 'The New Job'.

When you have finished compare your analysis with the model provided in Appendix C on Page 49.

## ACTIVITY C

Read through the case study again so that you get a general impression of the whole situation.

You have seen that the **contingency approach** to management places emphasis on the **diagnosis** of each situation.

This diagnostic approach enables managers to identify and understand the approaches and practices in organisational behaviour, which are likely to be most effective.

Remember from the Model (Figure 1.3.) the variables are as follows:

1. The climate or environment within which the organisation exists,

2. The organisation itself,

3. The group,

4. The individual.

We must now examine the case study in whole, and in part, so that we can identify and analyse factors related to the four variables.

When you identify the factors relating to the variables, enter them on the right hand side of the sheet. Compare your factors with the examples given and tick any which are particularly relevant to the case study.

A

## THE OVERALL ENVIRONMENT

What are we told about the factory, and its place within:

a) the Industry

b) the Group

c) the Market

---

B

## THE ORGANISATION

What do we know about the organisation.

Is it Old or New ?

What support can it give John?

What attitudes exist?

Are there any anomalies?

What structure exists?

**Examples**

The factory is one of a group

The Building is old

The market share is 60%

List the factors as you see them and tick any that you think are particularly relevant to John's problems.

You might like to compare your list with these examples ←

Examples

The organisation seems well established

There are informal links due to friendships and family ties.

Communications seem at odds with the organisation structure.

John is uncertain about the Managing Director's and the Chairman's support

List the organisational factors.
Again tick any that are relevant.

Examples for comparison ←

C

John works as one of a Group

Can we identify any facts about the Group?

The people themselves.
Their attitudes.
Their strengths.
The stances they have taken.
Their personalities.

Tick those which appear relevant to the problems.

---

D

Now for John himself.

What do we know about:

his strengths,
his background,
his training,
his skills,
his personality,
his expectations.

Would you think all of these to be important ?

**Examples**

List the most important Group factors.
Tick the relevant ones.

Bill Staines - mature, confident, antagonistic, authoritarian.

Jack Smith - confident, influential, son of Chairman

Harry Jones - influenced by Jack Smith

Norman Jackson - inexperienced, immature

Sam Teal - inexperienced, immature

Examples for comparison

---

Examples

List the identifiable factors.
relating to John

Well qualified technically

No management training

Little management experience

Has personal worries

Lacks interpersonal skills

Examples for comparison

CAN YOU IDENTIFY THREE THINGS AT AIRPRESS LTD THAT YOU WOULD LIKE TO SEE CHANGED.

Finally about the situation itself. What about the systems employed ?

are they satisfactory?
can they be changed?
should they be changed?
when and how could they be changed?

What relationships now exist?

do you think they are satisfactory?

Taking each of the factors involved, it is possible to analyse whether changes would be possible and also whether they would be effective.

This will depend upon many things:

on whether people realise their obligations;
on whether people realise they can ask for help;
on whether people realise they can demand assistance;
on whether people wish to accept change;
on how people see themselves;
on their motivation;
on their beliefs.

You can extend this list in the space below.

Now check the model answer provided on page 49.

## ACTIVITY D

Complete the self assessed questions on the next page.

A set of model answers is provided in Appendix D on Page 51.

## ACTIVITY D

SELF ASSESSED QUESTIONS ON SECTION I

1. Write a short account (around 200 words) of some of the reasons why members of middle management in the manufacturing industry might expect to benefit from a study of management.

2. Find one phrase from Section I which summarises the basic assumption of the 'scientific approach to management'.

3. What are the three basic questions used in applying the scientific approach to management'?

4. Develop the three basic questions of the scientific approach into terms which would be familiar to a Production Manager, and comment on the meaning of each.

5. List the main features of Fayol's definition of management.

6. From your reading of the set book.
   The Process Approach (set book pp.35-37)

   Can you identify some 'human factor' missing from Fayol's Principles of Management?

   Answer in less than 200 words.

7. The Contingency Approach to Management.

   Describe in less than 200 words the development and use of the Contingency Approach to Management.

## ACTIVITY E

Complete the table on the next page by ticking the columns to show the management activities involved in each task.

Compare your completed table with the solution provided in Appendix E on Page 53.

ACTIVITY E

| | Forecasting | Planning | Organising | Motivating | Co-ordinating | Controlling |
|---|---|---|---|---|---|---|
| Select and appoint new staff | | | | | | |
| Monitor and issue supplies to departments | | | | | | |
| Prepare in-service training programmes for foreman and charge hands. | | | | | | |
| Develop channels for dissemination of course and conference information to management staff. | | | | | | |
| Encourage management staff to participate in courses and conferences | | | | | | |

## ACTIVITY F

1. Analyse the job description of the Stores Manager on the next page.

   Compare your analysis with the model provided in Appendix F on Page 54.

2. Now, repeat the activity using your own, formal, job description.

3. Write a few words in the space below to describe the general balance of activities in your job and note how this balance compares with that of the Stores Manager.

Use the Job Description Analysis sheets provided on Pages 26 and 27.

## ACTIVITY F

AIRPRESS LTD

JOB DESCRIPTION

| | | |
|---|---|---|
| TITLE | | Stores Manager |
| GRADE | | Middle Manager, Scale 5 |
| RESPONSIBLE TO | - | Chief Engineer |
| JOB SUMMARY | - | The Stores Manager is responsible for the receipt, recording, storage, safety and security and the issuing of all material and tools. |

PRINCIPAL DUTIES AND RESPONSIBILITIES:

1. Ensure all items are received and delivery notes filed according to system.
2. Record receipt of goods and notify purchasing department.
3. Notify production control of receipt of goods on special orders.
4. Store all material according to usage, type and fragility.
5. Keep all store records up to date.
6. Notify purchasing department of low stock.
7. Issue goods against requisitions and orders.
8. File requisitions and return to cost office at appropriate time.
9. Ensure all stores and equipment are kept in a clean and orderly condition.
10. Maintain disciplinary standards for all store staff. This will include appropriate discipline and grievance procedures.
11. Maintain up to date storekeeping systems and install new methods to suit changing range of stores.

## ANALYSIS OF A JOB DESCRIPTION

Post: _____

| Task Number | Forecasting | Planning | Organising | Motivating | Co-ordinating | Controlling |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
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| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| Total | | | | | | |
| Overall Total | | | | | | |

## ANALYSIS OF A JOB DESCRIPTION

Post: _____

| Task Number | Forecasting | Planning | Organising | Motivating | Co-ordinating | Controlling |
|---|---|---|---|---|---|---|
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| Total | | | | | | |
| Overall Total | | | | | | |

## ACTIVITY G

Using the forms provided on the next pages keep a work diary for a period of time, preferably a minimum of one week. Analyse the management activities revealed by your diary and compare the balance with the similar analysis you performed on your job description in ACTIVITY F.

Make notes below on any significant features of the comparisons which emerge. In particular note how typical the period covered by your diary appeared to be.

**NOTES**

Keep your analysis and notes for discussion in the tutorials which support this course.

WORK DIARY AND ANALYSIS SHEET

Name..... Position ..... Date .....

| TIME | DESCRIPTION OF WORK | Management Activity | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Forecasting | Planning | Organising | Commanding | Co-ordinating | Controlling | |
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ACTIVITY G

WORK DIARY AND ANALYSIS SHEET

Name..... Position ..... Date .....

| TIME | DESCRIPTION OF WORK | Management Activity | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Forecasting | Planning | Organising | Commanding | Co-ordinating | Controlling | |
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## ACTIVITY H

Transfer the details of a single day's tasks from your work diary on to the Work Diary Analysis Sheet on the next page.

List the significant facts associated with each task in the appropriate columns provided.

Keep the completed form for discussion in your tutorial group.

Name .....

Date .....

## WORK DIARY ANALYSIS SHEET (CONTINGENCY APPROACH)

| TIME | DESCRIPTION OF WORK (Transfer from your own work diary for a single day) | LIST THE SIGNIFICANT FACTS AS YOU SEE THEM ABOUT: | | | |
|---|---|---|---|---|---|
| | | THE ENVIRONMENT OF THE ORGANISATION | THE INTERNAL ORGANISATION AND ITS TECHNOLOGY | THE WORK GROUP | THE INDIVIDUAL |
| | | | | | |
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## ACTIVITY J

Starting with your own position in your firm or organisation complete an organisational chart indicating two levels of authority above you and two levels for which you are responsible. Add in any other types of relationships (staff or 'functional') which clarify your position.

When the chart is finished discuss it with two people occupying positions on it (one above you and one below). Make a note of their comments on the chart as indicated.

Draw a rough chart on a separate sheet of paper first. Transfer the result to Page 45 only when you are sure you have got it right.

## ACTIVITY 3 - ORGANISATION CHART

When you are satisfied with the structure of your organisation chart transfer it to this page together with the two comments. The completed chart will be used in discussion with your tutor.

Two levels of authority above you

**SELF**

Two levels for which you are responsible

Comments:

i) By person above you:

ii) By person below you:

# APPENDICES

**APPENDIX A**

COMMENTARY ON ACTIVITY A

The following characters who work at Airpress appear in the case study "The New Job".

John Wilson

Bill Staines

Jack Smith

Harry Jones

Norman Jackson

Sam Teal

The M.D.

The Chairman of the Board

Of those listed, the ones responsible for the work of others are underlined.

They are all managers.

**APPENDIX B**

COMMENTARY ON ACTIVITY B.

Here are a number of key facts which are likely to be relevant to the planning of the lay-out of your work.

Who are the users?

Do they have any specific characteristics?

What are the contents of cabinets and cupboards?
How frequently are they used?
How much time is spent loading and unloading trolleys etc.?
What are the patterns of movement in the work area?
Is special lighting required?
Is colour used effectively, e.g. to eliminate glare and/or to code equipment containers etc.?
Is ventilation and heating adequate?
Is there adequate seating of a suitable type?
Is provision made for personal comfort and safety e.g. secure lockers for personal belongings, toilet facilities, protective clothing and equipment, fire precautions etc.?
Are work procedures clearly laid down?

You will also need to consider whether the lay-out of the area or its equipment in any way limits the working capacity of the individual.
These factors are likely to be common to most lay-outs. You will probably have included others in your list which are more specific to the particular situation you had in mind.

## APPENDIX C

We have not provided you with a model analysis of the case study. Read the commentary below and you will see why we have made this decision. Keep your own analysis for comparison with those made by colleagues. Your tutor will arrange an opportunity for this to be done.

COMMENTARY ON ACTIVITY C.

The Contingency Approach places emphasis on the diagnosis of each situation. We have suggested that you use the simple model shown in Figure 1.3, which shows that the variables can be classified under the following headings:

1. The environment in which the organisation exists.
2. The organisation.
3. The Group.
4. The Individual.

The Environment

The case study says nothing about the environment in which the factory exists. For the present we must assume that it is not relevant to the case as presented.

The Organisation

The case study tells us that it is an old building with adequate plant and staff. We also learn of an older person who expected to get the job, and two 'couldn't care less' engineers. There is no evidence that anyone saw a potential problem here.

The Group.

This includes the mature superintendent capable and willing to do his own job but with no intention of supporting the new manager; the two foremen, one well qualified and one with practical experience, and the two chargehands. The group also includes the son of the Chairman of the Board of Directors.

The Individual

John is accustomed to working in a good environment and to having little authority. He is now in charge of two departments, and in a job for which he is only partly qualified. He already has personal relation problems, a system of work he does not like, and an organisation he might like to change. This is at a firm where the Chairman and M.D. seem unsympathetic.

Comments

Well no wonder John is despondent. There is nothing in his previous job experience that has prepared him to meet such a situation with a team that would qualify for the Olympics if they held an event for 'awkward squads'. What advice should he be given? Well, having read about the contingency approach you are right if you remark "it all depends".

It depends upon John's beliefs about the nature of a chargehand's job. It depends on the kind and the extent of the help, if any, he can expect to get from this firm, and if he will accept help. It depends on .... well you extend the list of 'if - then' relationships to be found because it all depends on the objectives that John sets himself. He has a need to know about problem analysis, decision making, leadership styles appropriate to the situation, and it all depends on whether he sees himself as a production manager having difficulties with production routines, and it all depends on his motivation. Does he want to succeed in this job or does he just want the money? It all depends.

**APPENDIX D**

SUGGESTED ANSWERS TO THE QUESTIONS SET IN ACTIVITY D

Question 1 The model shows the key points to look for in your own answer.

Organisations are people brought together to get things done. Middle managers are responsible for the work of others within an organisation. To get people to put their best efforts into getting things done in an effective way, requires skills, knowledge and appropriate attitudes. There is an organised body of knowledge about discovering what should be done, techniques for determining how to carry out tasks effectively and studies which provide an undertanding of how to get people to work together. An insight into that body of knowledge ought to widen one's view of day to day tasks and their attendant problems. Moreover it will develop existing skills so that one can be more effective as a person and more efficient as a manager. In so doing it will improve one's own and others (through one's own improvements) contribution towards making a more efficient firm.

Question 2

"The manager seeks to choose the one best method" - page 10.

Does your selected phrase match ours or did you manage to find an equally apt summary?

Question 3

See 1.3 (i) What - where - how.

Suggested Approach to the answer to Question 4

| | | |
|---|---|---|
| What | Facts | Find out the facts, the people involved, their role and the relevant equipment, the job to be done. |
| Where (and why) | Place<br>Time | The features of the location where the work will be done and the implications for the job. |

| | | |
|---|---|---|
| How (and why) | The Solution | Start with defining the alternatives. The effects that will follow from their choice and the rules affecting the selection. Quantify the alternatives and give reasons for the final choice. |

Answer to Question 5

Compare your answer to the notes on pages 14 to 17 of the unit.

Suggested answer to Question 6

The application of these principles seem to assume that people within organisation WILL behave in certain ways, but will they always? in all circumstances?

For example: Order - a place for everyone and everyone in their place.

But what happens when someone develops their abilities? Do they stay in their place because the organisation thinks that is the best place for them?

Fayol also states Subordination of individual to general interest. So is that a sufficient answer from management or must they take individual interests into account?

Fayol seems to be stressing the organisation and process of management without sufficient regard to individual and group behaviour.

Answer to Question 7

See Set Book pages 12 and 13.

APPENDIX E

| | Forecasting | Planning | Organising | Motivating | Co-ordinating | Controlling |
|---|---|---|---|---|---|---|
| Select and appoint new staff | | | ✓ | | | |
| Monitor and issue supplies to departments | | | | | | ✓ |
| Prepare in-service training programmes for foreman and charge hands. | | ✓ | | | ✓ | |
| Develop channels for dissemination of course and conference information to management staff. | | | ✓ | | | |
| Encourage management staff to participate in courses and conferences | | | | ✓ | | |

## ANALYSIS OF A JOB DESCRIPTION

Post: Stores Manager

| Task Number | Forecasting | Planning | Organising | Motivating | Co-ordinating | Controlling |
|---|---|---|---|---|---|---|
| 1 | | | | | | ✓ |
| 2 | | | | | ✓ | ✓ |
| 3 | | | | | ✓ | |
| 4 | | | ✓ | | | ✓ |
| 5 | | | | | | |
| 6 | ✓ | | | | ✓ | |
| 7 | | | | | ✓ | |
| 8 | | | | | ✓ | ✓ |
| 9 | | | ✓ | | | |
| 10 | | | | ✓ | | ✓ |
| 11 | | ✓ | ✓ | | | ✓ |
| Total | 1 | 1 | 3 | 1 | 5 | 6 |
| Overall Total | 17 | | | | | |